2010 Annual School Report
Durrumbul Public School

NSW Public Schools – Leading the way
Our school at a glance

**Students**
Durrumbul's enrolment remained stable at the beginning of 2010 with 104 students from Kinder to Year 6. The school's focus on engaging students in quality learning activities provided opportunities across the curriculum – within the school through its programs, and externally through excursions linked to class teaching/learning programs.

*Year 4 experienced life as a child of the goldfields at Sovereign Hill, Ballarat.*

**Staff**
Our teaching staff – Mrs Anne Reichart, Mrs Jennie Long, Mrs Renae Davis and Mrs Brigitte Pritchard - were joined by Ms Susan Strebcuk, an exchange teacher from Canada while Ms Ruth Rudman taught in Edmonton, and Mr Brev Belleville (who replaced a retiring teacher).
Our School Administrative Manager, Mrs Julie Hayward, remained on leave until her retirement in July. Mrs Marilyn Phelps again relieved Julie.
Our teachers’ aides – Elaine and Margaurite – helped our teachers support all students, as well as assisting those with special needs.
All teaching staff meet the professional requirements for teaching in NSW public schools.

**Significant programs and initiatives**
At all formal meetings within the school, acknowledgement is made of the Bundjalung people, traditional custodians of the grounds on which the school stands. Our partnership with Cabbage Tree Island Public School continued to flourish with the children sharing Harmony Day with us, and joining with Durrumbul and Coorabell Public School students for the Creative Education Partnerships: Artists in Schools program.
Multicultural events included a celebration of Canada Day, where students learned about Indigenous cultures of Canada.
Students who have special learning needs were supported through designing and implementing special learning programs that were based on their individual needs. The Reading Recovery program assisted four students in Year 1 to improve their reading skills, the Moving Along Program focused on improving literacy and numeracy skills for students in Years 1 to 4, and a Parent Tutor Program was introduced to provide regular individual instruction for students in literacy.
The highly successful Buddies program continued to form bonds between students across K-6 with a focus on developing resilience and child protection strategies, as well as exploring our environmental focus of biodiversity.

**Student achievement in 2010**

**Literacy – BST Year 3**
There were 10 students in Year 3 who completed all aspects of the BST testing, plus another who completed all aspects except writing.
80% of students were placed in Skill Bands 4 and 5 for writing, 45% were placed in Skill Bands 4, 5 and 6 for spelling and 55% for reading.

**Literacy – BST Year 5**
All of our Year 5 students (15) completed all aspects of the testing. 67% of students were placed in Bands 5, 6, 7 or 8 in reading, and 80% for writing.

**Numeracy – BST Year 3**
In the aspect of Number, Patterns and Algebra 91% of the 11 students attempting the test were placed in Skill Bands 3, 4, 5 or 6. 91% of students were placed in the same skill bands for Measurement, Data, Space and Geometry.

**Numeracy – BST Year 5**
Of the 15 students who completed the testing, 73% of students were placed in Skill Bands 5, 6, 7 and 8 for the Number, Patterns and Algebra strand. In the Measurement and Data strand, 67% of students were placed in Bands 5, 6, 7 and 8.

**Messages**

**Principal’s message**
Durrumbul Public School has continued to nurture the academic, cultural and personal development of each of its students in 2010 and maintained strong links between the community, staff and the students.

A feature of the school is its warm, family atmosphere enhanced by the commitment of the community and the staff to recognise students as individuals while maintaining respect for each other as equals.

The school self-evaluation process has brought together a number of parents, with the teaching staff, to look towards the future and to clearly articulate the core beliefs that underpin the school’s ethos.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Anne Reichart, Principal
P & C message
The P&C is a vital body of the Durrumbul school community, and serves many roles within the school. These include: fundraising; working bees; supporting annual events; canteen and involvement with special cultural and social events. It is also a forum for parents and caregivers to discuss curriculum, policies and issues of concern – where parents and staff can share ideas to better support the learning environment for students. Durrumbul hosts many events with the support of the P&C – a ‘welcome back’ event, garage sales, Harmony Day, winter solstice, barbecues on election days and our major fundraiser, catering for the small schools’ and district cross country carnivals. P&C allows parents and staff to work together to create a harmonious, nurturing, fun, educational and community environment for our children to grow and learn.
Nichole Yidaki, P&C President

In 2011, we will work towards establishing a new garden at the front of our school and Year 6 will try to raise money for extra playground equipment.
Isabella Wills (Y5), Kumi Taylor (Y5) and Kaliah Fletcher (Y4)

School context
Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
The Durrumbul community has successfully implemented programs to equalise the ratio of boys:girls for the past five years.

Student attendance profile
Since reviewing this important area of school life in 2006, Durrumbul students’ attendance has been above the Regional average, but is 1% below this average in 2010. This is due mainly to absences by students travelling interstate for less than fifteen days – and therefore, not exempt from absence statistics - on several occasions. The school maintains a focus on consistent attendance through its philosophy of ‘Missing School=Missing Out’.

Management of non-attendance
The school has implemented a process for monitoring student attendance by:
- recording partial absences at the school’s office for any part of the day;
- checking rolls every fortnight for unexplained absences;
- sending home letters to parents for absences not explained within seven days;
- absences where no explanations are received are followed-up by phone call;
- regular absences are followed-up by phone call;
- referral to the Home School Liaison Officer.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday, 17 March, 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER/Y1</td>
<td>K</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>KINDER/Y1</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>1</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>2</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>3</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>4</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>12</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes
Five classes were formed in 2010, although some students in Year 1 also participated in a structured, intensive literacy program (Moving Along) for two terms with Mrs Long. In Term 4, students in Years 3 and 4 who required additional learning assistance in maths participated in an intensive numeracy program with Miss Sharp.

Students in K/1 and Y5/6 were also supported by part-time teacher’s aides who assisted with implementation of individual learning programs for students within these classes.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal - Acting</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1 day (.205)</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1/2 day (0.1)</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1 day (0.2)</td>
</tr>
<tr>
<td>Counsellor</td>
<td>As needed</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.656</td>
</tr>
<tr>
<td>Total</td>
<td>7.576</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Durrumbul has one Indigenous member of the teaching staff.

Staff retention
Mrs Trenholme was on leave and then retired at the end of Term 1, 2010 and was replaced for the rest of the year by Mr Brev Belleville, who taught a Year 3/4 composite class.

Ms Ruth Rudman participated in a Teacher Exchange Program with a teacher from Edmonton, Ms Susan Strebcuk, who taught Y4/5.

Our K/1, Y2/3 and Y5/6 class were taught by our existing teachers – Mrs Brigitte Pritchard, Mrs Renae Davis and Mrs Anne Reichart, respectively, with intensive literacy support, plus Reading Recovery, provided to students in Years 1, 2 and 3 by Mrs Jennifer Long.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>83</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>19 355.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>75 567.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50 229.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44 769.60</td>
</tr>
<tr>
<td>Interest</td>
<td>1 499.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 595.44</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>194 926.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11 546.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 546.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29 473.46</td>
</tr>
<tr>
<td>Library</td>
<td>19 917.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 870.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58 138.48</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7 306.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25 112.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 152.75</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4 664.48</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 048.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2 123.63</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>174 907.35</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>20 028.10</td>
</tr>
</tbody>
</table>

Please note: The amount attributed to School & Community Sources includes funds raised, and payments made, for a major excursion.
A full copy of the school’s 2010 financial statement is
tabled at the annual general meeting of the parent
body. Further details concerning the statement can be
obtained by contacting the school.

**School Performance 2010**

**Achievements**

**Arts**
The Creative and Performing Arts key learning area is
highly valued by all in the Durrumbul community –
staff, students and parents. Durrumbul offers a range
of learning experiences to engage students across the
full scope of this complex area.

A specialist art teacher, Miss Jessie Sharp, provided
weekly stage-appropriate art lessons allowing students
to express themselves creatively utilising a range of
media and contexts. These activities included the
design and creation of a mural for the Mullumbimby
Community Garden by senior students and all of our
students making a lantern for our Winter Solstice
celebration.

Durrumbul shared a Creative Education Partnerships:
*Artists in Schools Program* with Coorabell Public
School. We also partnered with Cabbage Tree Island
Public School by videoconference. Local professional
artists, Charly Wrencher and Samantha Naughton, led
students through the history of art and introduced
students to a wide range of techniques while exploring
the concept of an ‘ideal community’, blending aspects
of Indigenous culture with contemporary western
culture. Two murals were created by Stage 2 and
Stage 3 students which will be exhibited at the
Northern Rivers Community Gallery in Ballina in 2011.

Mr Belleville led student-centred drama activities for
Years 3 to 6 using a range of techniques including
improvisation.

A variety of craft and art activities were undertaken
each Friday with Miss Sharp using a range of materials
and techniques including recycled materials. Problem-
solving skills and creative expression were also a focus
through art and craft activities.

Students made bracelets, puppets, completed string
art, small pillows and clay coil lanterns for Winter
Solstice.

A member of our parent community provided dance
lessons for all students interested in learning modern
dance. This led to students participating in the Far
North Coast Dance Festival, ValleyFest (combined
performance by Brunswick Valley schools) as well as at
school celebrations.

Another parent began choir lessons for students in
Years 3 to 6. Students who chose not to participate in
choir instead learned percussion, including reading
scores, and two parents led drumming workshops
each week for a term.

Percussion, choir and dance students combined for
the school’s presentation of ‘Puppet on a String’ at
ValleyFest.

Private tuition in brass and woodwind instruments
was offered throughout the year, as well as private
singing/performance lessons.

![Percussion group and ‘Puppets’ perform at ValleyFest 2010](image)

**The Environment**

Durrumbul’s annual environment program focused on
biodiversity in 2010, with students participating in
across-grade learning activities from across the
curriculum that included:

- investigating biodiversity within the school grounds
  and creating posters with Mr Eddie Buckingham, a
  science teacher from Mullumbimby High School;
- companion planting to reduce the need for
  pesticides;
- creating posters to promote companion planting;
- establishing worm farms to provide fertiliser for
  companion gardens;
- promoting growth of planted species by reducing
  weeds that compete for nutrients.

Despite growing demands for electricity from installed
appliances such as pumps, air conditioning and
computers, the emphasis on conserving power
through switching off lights and appliances continued.

Further on-going sustainability initiatives included
recycling of food scraps, waste paper and plastic, using
reusable food containers in the canteen each week,
and two Waste Wise cross country carnivals with
assistance from North East Waste Forum.

Over 500 people attended each of the carnivals.

Outcomes for the event included:

- 78% of total waste generated at the Carnival was
diverted from landfill and sent for recycling or
  composting;
- Contamination in the recycling stream was low at 5%
  indicating that people mostly made the correct
  decision when disposing of their rubbish;
- More than 70% of the organic waste (food &
  compostable paper) generated was collected for
school composting or taken home for chooks;
- P&C group and the other food/drink providers minimised packaging and mostly used reusable or compostable items;
- Only 314 litres of waste was sent to landfill (that’s less than 1.5 large wheelie bins);
- Increased capacity of event organisers to conduct waste wise school events in the future;
- Increased awareness and understanding by all the schools involved, regarding the importance of minimising waste.

(More information on Waste Wise events can be found at: www.northeastwasteforum.org.au)

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Yr 3: Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

There were 10 students in Year 3 who completed all aspects of the BST testing, plus another who completed all aspects except writing.
80% of students were placed in Skill Bands 4 and 5 for writing, 45% were placed in Skill Bands 4, 5 and 6 for spelling and 55% for reading.

Areas of strength included:

**Reading**
- Identifying the age range of the target audience for a short narrative text.
- Identifying a conditional statement in one section of a simple information text.
- Making a synonymous match and located directly stated information in a table in an information text.

**Grammar and Punctuation**
- Identifying correct capitalisation of a compound proper noun.
- Identifying the correct conjunction in a complex sentence.

**Writing**
- Contains a beginning, complication and resolution.
- Uses paragraphs mainly focused on a single idea
- Uses mostly correct simple sentences.
- Spells most simple words and some common words.

Areas for development included:

**Reading**
- Recognising the purpose of a variety of text features.
- Making inferences about characters.
- Identifying point of view.
- Linking information and ideas across paragraphs.

**Grammar and Punctuation**
- Identifying specific grammatical features of text.
- Identifying correct closing punctuation.

**Writing**
- More detailed descriptions of characters and events.
- Accurate sentence punctuation.
**Numeracy – NAPLAN Year 3**

In the aspect of Number, Patterns and Algebra 91% of the 11 students attempting the test were placed in Skill Bands 3, 4, 5 or 6. 91% of students were placed in the same skill bands for Measurement, Data, Space and Geometry.

Areas of strength included:

**Numbers, Patterns and Algebra**
- Correctly solving single-step word problems.
- Identifying expanded form of a 3-digit number.

**Space and Geometry**
- Locating position on a plan.
- Following directions to locate position on a grid.
- Using informal units to calculate area.

Areas for development included:

**Number, Patterns and Algebra**
- Identification of increasing patterns and missing shapes in number patterns.
- Predicting outcomes in chance events.

**Space and Geometry**
- Using a calendar and timetable to identify events.
- Reading time on an analog clock to the quarter-hour.
- Identifying properties of 2D shapes.

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**Literacy – NAPLAN Year 5**

All of our Year 5 students (15) completed all aspects of the testing. 67% of students were placed in Bands 5, 6, 7 or 8 in reading, and 80% were placed in these bands for writing.

Areas of strength included:

**Reading**
- Making inferences about characters - including their mood, actions and attitude.
- Identifying a speaker’s opinion.

**Grammar and Punctuation**
- Identifying correct form of verbs in a range of contexts.
- Identifying correct punctuation including commas and capitalisation.

**Writing**
- Contains an orientation, a complication and a resolution.
- Uses correct sentence punctuation.

Areas for development included:

**Reading**
- Identifying strategies used in a persuasive text.
- Linking ideas and information across paragraphs.

**Grammar and Punctuation**
- Correct use of apostrophes of contraction and possession.
- Correct use of punctuation associated with direct speech.

**Writing**
- More detailed descriptions of characters and events.
- Accurate sentence punctuation.

**Spelling**
- Identifying misspelt words in sentences.
- Correct spelling of multi-syllable words focused on medial sounds.
Progress in literacy
It is possible to measure the academic growth of students in Year 5 who also completed Year 3 NAPLAN testing in 2008 in a public school.
Students in Year 5 continued to show growth in writing beyond both the state average and statistically similar school groups (SSG). Average growth across the state in writing across 2008-2010 was 64.6 while Durrumbul’s students averaged 75.2.
Growth in reading for the three years between 2008 and 2010 in the state was 86.57. Durrumbul’s students have been marginally below this average for the three years at 83.63.
Measuring progress in spelling has only been possible for the three years NAPLAN data has been available and show Durrumbul’s students (74.9) growth in spelling is well below the state average of 84.5.

Numeracy – NAPLAN Year 5
Of the 15 students who completed the testing, 73% of students were placed in Skill Bands 5, 6, 7 and 8 for the Number, Patterns and Algebra strand. In the Measurement and Data strand, 67% of students were placed in Bands 5, 6, 7 and 8.
Areas of strength included:
Numbers, Patterns and Algebra
- Identifying possible outcomes in a chance event.
- Solving single-step word problems.
Space and Geometry
- Identifying features of 2D shapes to solve problems.
- Solving problems involving position.
Areas for development included:
Number, Patterns and Algebra
- Solving word problems involving multiplication and division.
- Identifying decimals in expanded form.
Space and Geometry
- Solving problems with complex 3D objects.
- Interpreting column graphs and related information.
Progress in numeracy
Average growth across the state for the three years from 2008-2010 was 86.7. Despite being below the 2010 state average, Durrumbul’s Year 5 students have achieved an average growth in numeracy across the 2008-2010 testing periods of 91.9.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>80</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
Durrumbul students continued their learning links with Cabbage Tree Island Public School in 2010, participating in joint Harmony Day celebrations to participate in across-curriculum activities, including creation of an animated slideshow of messages of peace and harmony. Both schools combined with Coorabell Public School for an Artists in Residence program, where each school created murals of their ideal future community – blending Indigenous and western models of culture.
Reconciliation Week was marked by a special assembly and footsteps were created for Sorry Day in library lessons. Y4/5/6 students attended an Indigenous performance at Mullumbimby HS.

Multicultural education
For the first time, two students participated in the Multicultural Public Speaking and presented their speeches to the school, and its community.
The SRC accepted a banner of the International Declaration of Human Rights and its content will form the basis of Buddy activities in 2011. The SRC also raised funds to support the purchase of a water tank at a Balinese orphanage and participated in Operation Christmas Child for children living in poverty.
Our Cultural Day focus in 2010 was Canada – and activities included learning about the Indigenous peoples of Canada.
Jewish Scripture lessons continued each week, led by Dina Cohen, and students presented Hanukah at the end-of-year assembly.

**Respect and responsibility**

Each year our students are invited to participate in the ANZAC Day commemoration by the Mullumbimby Ex- Services Club. Over time, the number of students participating has grown – with students laying a wreath on behalf of the school community. Our Buddy Group focus in Term 1 was on bullying with students participating in activities each week that identified types of bullying, roles of people involved and strategies to prevent bullying. The program included a performance of ‘Speak Up!’ highlighting the difference between reporting and dobbing.

**Connected learning**

Within the Building the Education Revolution Program, Durrumbal received an Interactive Classroom. The Connected Classrooms Program subsequently allowed the installation of Interactive Whiteboards in three additional classrooms. Teachers will participate in professional learning throughout 2011 to ensure that these facilities are used to enhance learning programs within the school.

**Progress on 2010 targets**

**Target 1**

In 2011, to have all Y3 students achieve in Skill Band 3 or above, and all students in Y5 achieve in Skill Band 5 or above in spelling on the National Assessment Program.

**Strategies** to achieve this target included:

- Explicit teaching of strategies for spelling multisyllable words;
- Explicit teaching of spelling rules;
- Implementation of capacity matrices for spelling in all Y1-6 classrooms.

**Achievements** include:

- Y1-6 students achieving at an average of four levels higher on the Matrix Placement Test;
- 70% of Year 5 students achieving at or above the target bands.

**Target 2**

To improve the inferential comprehension skills of students in Years 3-6.

**Strategies** to achieve this target included:

- Explicit teaching of inferential comprehension skills;
- Item analysis of 2009 NAPLAN Reading results to identify specific inferential skills requiring review;
- Professional learning by staff to develop strategies for implementation in the classroom.

**Achievements** include:

- Interpretative and inferential comprehension questions appear as strengths in NAPLAN 2010 but in 2009 were skills requiring development;
- Professional learning for all teachers led by a regional literacy consultant to increase knowledge of types of inferential comprehension questions;
- Implementation of explicit teaching in all classrooms.

**Target 3**

To improve students’ skills in selecting appropriate strategies to find solutions in numeracy.

**Strategies** to achieve this target included:

- Explicit teaching of problem-solving tools and strategies for maths;
- Professional learning by staff to develop strategies for implementation in the classroom.

**Achievements** include:

- Professional learning by teachers in Y3-6 led by a regional numeracy consultant that identified the strategies students need to solve problems.
- Explicit teaching of problem-solving skills using the IWB and modelling of skills to students.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Reporting to Parents and PE/Sport.

**Educational and management practice (Reporting to Parents)**

**Background**

The annual reporting of student progress to parents follows the guidelines and mandatory requirements of the Department of Education and Training (DET) to meet state and federal government expectations. Written reports are provided to parents at the end of each semester, parent/teacher interviews are held at the beginning of Term 3 each year, a parent information session is provided early in Term 1 and parents are always welcome to request an interview at any time of the year with their child’s class teacher. At present, students attend interviews at the parent’s request.
The purpose of the evaluation was to gauge whether the information provided to parents aligns with their expectations, to scrutinise the existing report format and suggest improvements within the DET requirements and to make suggestions of ways parent/teacher interviews may provide more meaningful information.

Parent surveys were distributed to all families, a focus meeting of randomly selected parents was held and suggestion boards were placed in the office area to provide parents with an opportunity to express their views.

**Findings and conclusions**

Parents who responded:
- were pleased with their level of access to teachers throughout the year to discuss student achievement and concerns;
- want to ensure parents understand that their child may be present during interviews, and allocate 50% of the interview time to three-way interviews and 50% to parent/teacher;
- were critical of the A to E reporting of achievement in Years 1 to 6 (no achievement grade is given in Kindergarten) and preferred to replace A to E with more meaningful descriptors;
- requested a grade be given for effort in all subjects;
- provide more positive feedback for students about what they achieve well at;
- provide achievement levels for each strand of visual arts and personal development/health/physical education;
- were positive about the information received at parent interviews.

**Future directions**

The existing report format will be redesigned to incorporate suggestions made, where possible, in keeping with the DET requirements.

Parents will work with the principal and staff to develop a set of questions that parents may like to use when attending a parent/teacher interview.

Students will be assisted by teachers to prepare for the three-way component of a parent/teacher interview by selecting work samples to share with their parents at interview.

**Curriculum - Physical Education (PE)/Sport**

**Background**

Durrumbul students participate in a morning physical activity three mornings per week and sport on Friday.

In 2010, utilising the expertise of our Canadian exchange teacher, Year 3 to 6 students also participated in a focused physical education lesson.

Development of physical fitness, motor skills and an enjoyment of participating in physical activity ensures students will be more likely to be active and enhance their health.

All parents were provided with an opportunity to complete a survey, and each class undertook a review of our physical education activities using an evaluative tool called a ‘Parking Lot’.

**Findings and conclusions**

Twelve families responded to the survey, and all students participated in class reviews. All respondents recognised the importance of regular physical activity and the need for sequential skill development within an environment that values participation rather than competition.

Responses from families in K-3 indicated a preference for greater sequential skill development in these grades while those in Year 4 to Year 6 acknowledged the enormous contribution, skill and determination of Ms Strebchuk to establishing physical education as an enjoyable but purposeful key learning area for students, where they developed new skills and an appreciation of team dynamics.

Students’ responses included an overwhelming endorsement of the structure of morning activity/PE/Sport activities for Year 4/5/6 but also, a request for additional playground equipment suitable for older students.

Students in Kinder to Year 3 also supported existing programs in PE but would like more focused skill development, especially in Years 2 and 3.

Students in Years 3 to 6 requested a school soccer team be formed and train with a goal of participation in external sporting activities.

Students and parents agreed that the school has adequate supplies of sporting equipment that have been purchased over time from funds received through the Active After-School Communities Program and the Premier’s Sporting Challenge.

**Future directions**

In 2011, weekly PE lessons will be implemented for each class, in addition to morning activities and Friday sport sessions, focusing on skill development, modified games and co-operative team skills.

Morning activity sessions will continue to focus on participation in fun, physical movement in K-2 with Years 3-6 to participate in activities aligned with carnivals – cross country, athletics and ball games.

A soccer team will be developed and registered to participate in the Primary School Sports’ Association Small Schools’ Knockout competition, as well as soccer gala days.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses include:
- Great community school. Kids feel safe and enjoy learning.
- I appreciate the care for the individual, trying to meet each child’s needs.
- Teachers at Durrumbul are committed to the education and development of each child, creating a very productive and nourishing community.
- The children are nurtured and they have a positive outgoing nature, are scared of very little, and are proud and confident.
Professional learning
In 2010 funds expended for teachers’ on-going professional learning are included within the Tied Funds dissection. Additional school funds were used to facilitate participation of teachers in activities that address school, regional and personal learning goals. Professional development included participation in out-of-hours reading comprehension and numeracy problem-solving workshop sessions to enhance explicit teaching within our classrooms and on-going training for the Reading Recovery program and Support Teacher Learning Assistance.
All teachers participated in a learning community combined staff development day to learn new learning and evaluation opportunities provided through use of the Langford Tools by Quality Learning Australia.
One teacher attended the four-day Occupational Health and Safety Training.
One teacher, and the principal, participated in professional development for beginning teachers to support the NSW Institute of Teachers’ accreditation process.
The 2011 Kindergarten teacher attended Best Start professional development to gain implementation strategies for the program.

School development 2009 – 2011
Targets for 2011
Target 1: To have all Y3 students achieve in Skill Band 3 or above, and all students in Y5 achieve in Skill Band 5 or above in spelling.
Strategies to achieve this target include:
- Explicit teaching of strategies for spelling multi-syllable words;
- Explicit teaching of spelling rules;
- Analysis of diagnostic testing to inform individual programs;
- Implementation of capacity matrices for spelling in all Y1-6 classrooms.
Our success will be measured by:
- Students achieving at higher levels on the Matrix Placement Test;
- South Australian Spelling Test results indicate parity (or beyond) between chronological and spelling ages;
- Analysis of student work samples;
- Analysis of NAPLAN data.

Target 2: To improve students’ inferential comprehension skills.
Strategies to achieve this target include:
- Explicit teaching of inferential comprehension skills;
- Professional learning by staff to develop strategies for implementation in the classroom, specifically Focus on Reading 3-6 for Stage 2 and 3 teachers.
Our success will be measured by:
- Analysis of individual student work samples;
- Item analysis of NAPLAN reading tests.

Target 3: To improve students’ skills in selecting appropriate strategies to find solutions in numeracy.
Strategies to achieve this target include:
- Explicit teaching of problem-solving tools for maths;
- Benchmarking of students’ problem-solving ability;
Our success will be measured by:
- Benchmarking of students in Terms 1 and 4;
- Analysis of individual student work samples throughout the year;
- Item analysis of NAPLAN numeracy test.

Target 4: To improve teachers’ skills to integrate the use of the Connected Classroom, SMART Notebook and interactive Whiteboards (IWBs)
Strategies to achieve this target include:
- Locating appropriate Teaching and Learning Exchange Resources to support learning programs;
- Professional learning by staff to enable independent use of video-conference, IWBs and SMART Notebook.
Our success will be measured by:
- Staff and student surveys;
- Participation of teachers in professional learning;
- Skills audits of staff in Terms 1 and 4.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.
Anne Reichart Principal
Renae Davis Acting Assistant Principal
Brigitte Pritchard Classroom Teacher
Brev Belleville Classroom Teacher
Nichole Yidaki P&C President
Abby Bliss P&C Vice-President
Leonie Camilleri P&C Treasurer

School contact information
Durrumbul Public School
Durrumbul Rd
Durrumbul. 2482.
Ph: 02 6684 5229
Fax: 02 6684 5535
Email: durrumbul-p.school@det.nsw.edu.au
Web: durrumbul-p.schools.nsw.edu.au
School Code: 1803
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: